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ABSTRACT

Guidelines for planning and conducting a series of parent awareness workshops are offered in this paper. Parent awareness programs consist of efforts to involve parents in the education of their children through collaboration with teachers. Phases of planning with parents as partners are discussed in the first part of the paper. Planning activities described include assessing parents' needs, scheduling meetings, choosing an appropriate location, establishing basic committees, and arranging for publicity. A list of final, pre-workshop arrangements is also provided. In the second part of the paper a sequence of workshop sessions is described. Each workshop, from the first through the sixth, is designed to attain a specific objective. The workshop series begins with an orientation meeting, and in subsequent meetings provides parents with the opportunity to become acquainted; to become involved with "hands-on" activities, such as games to make and play; to select and learn from a resource person; to participate in learning activities with their children; and to discuss issues and give advice to one another in a context of mutual fellowship. In addition, guides for providing materials to parents who cannot attend workshops and for evaluating the series of workshops are offered. (RH)

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"When Parents Want To Teach-Developing Parent Workshops"

Session presented at the 1982 Annual Conference-

National Association for the Education of Young Children

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Washington, D.C.

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In examining the effects of parental involvement in parent-child programs Schaeffer's review of home-interaction groups emphasizes the positive results that parents have on their child's achievement (1972). Coletta (1977, pp. 16-17) analyzes research studies by Klaus and Gray (1968), Ira Gordon (1968), and others all demonstrating the important consequences of parent involvement. Summarizing an extensive survey of research literature, Brofenbrenner states,' "The involvement of the child's family as an active participant is critical to the success of any intervention program. Without such family involvement, any effect of intervention... appears to erode fairly rapidly once the program ends" (1974, p.55).

As only a portion of the preschooler's learning occurs at school, it appears that educators have little choice but to develop a partnership with the home (Champagne, Wallat & Goldman, note 1). Lillie (1974) relates that if there is not effective parent involvement, even the best program will have a minimal consequence on the child. He points to planned consistency between educational experiances provided by the child's programs and parents. An acknowledged problem of transferring this learning often occurs because of ineffective and insufficient communication between staff and parents (Becker, Bender, & Kawabe, 1980, p. 537).

A series of parent awareness meetings and workshops appear to be the most practical and efficient means of reaching the largest number of people. According to Coletta (1977), parent awareness is "searching and sharing of child-rearing and personal growth information" (p. 128). A major role of the staff is to transmit services and support. Parent awareness programs stimulate the parents to function as active participants. Pope (1980) states that parents must be involved as collaborators. She feels, as does Webster (eg. al. 1979), this must be accompanied by a program assisting the parents in acquiring the necessary skills.

Needs Assessment

Workshops can be initiated by parents, administrators, children or staff. Of utmost importance is that parents be planned with rather than for. A well planned needs assessment should be the starting point for any parent workshop series. This will allow the parents and staff from the onset to express their ideas and feelings as they develop a partnership in planning together.

A needs assessment can be conducted in several ways. It is important that the method selected is most realistic for a specific program. The simplest way for the staff is to mail home or hand distribute a questionnaire. This may consist of a scale of increasing degrees, a number rating

scale, or yes/no responses if it is to be utilized as an informative pre- and post-evaluative questionnaire. It is imperative that an open-ended question be asked so that the respondent is able to express their opinion and offer suggestions (Appendix A).

A letter of explanation must accompany the questionnaire. It should be as personal as possible, relating the request for information to the child and the importance of the parents' involvement. Encourage a "prominent" person involved with the program and known to the parents to sign the letter to give creditability to the needs assessment.

In order for the information to be returned as quickly as possible, give the respondent specifics on how to return the needs assessment and obtain their "reward". This "bribe" will assist the children in reminding their parents to send back the questionnaire. The reward can be a free packet of games for the parents and child to play together at home (Appendix B). It might be free use of the laminating machine which will bring the parent into the school. Companies such as McDonalds will often donate coupons for a free milkshake.

Less formal than the written questionnaire is the

verbal survey. Although more time consuming, the survey is more personal. It is, also, an excellent means of involving parents if their aid is enlisted in conducting the survey. The interviewer may pay a home visit or use the telephone during convenient hours. The verbal survey is highly satisfactory for parents who do not read or who may need an interpreter.

Scheduling

The needs assessment is an effective way of collecting parent and staff time schedules which will be useful in decision making. Leeper, Skipper and Witherspoon (1979, p. 477) relate that parents frequently have difficulty finding suitable meeting times because of parental involvement with many outside activities. They suggest that the success of parent groups hinges upon discovering in advance when the majority of the group members are free to meet. Nedler (1977) is in agreement with Kelly (1981) who states the importance of teachers attempting to adapt to the varying work schedules, needs, and lifestyles of their program families. The dates and times of the parent workshops then will depend upon both staff and parent availability.

Whether or not parents will need a baby sitting service can be surveyed in the needs assessment. The date and time

for the workshops may be dependent upon the availability of qualified personnel to provide this service. If teen-age family members are willing, they may be "invited" to act as counselors for the younger children during evening workshops.

The date and time for the workshops will, also, depend upon approval from the proper authorities. Insurance must be available to cover the specific event. Space must of course be available and may depend upon such factors as: use by other organizations, building curfews, maintenance schedules, etc.

The weather and the season of the year, also, may influence the date and time. Many organizations cancel events around certain holidays. Inclement weather may require the planners to consider alternate dates.

Often transportation is a factor and must be provided for the children and their parents. If this is the case, the transportation coordinator must also be apprised of the workshop dates and times in order to properly arrange scheduling.

It cannot be emphasized strongly enough that both the schedules of the parents and staff must be coordinated carefully

in order for the workshop series to successfully get off to a good start. The elimination of scheduling problems is a big factor.

Location

The next item to consider when developing parent workshops is locating the workshop center and setting up the materials. Often the availability of space depends upon the children's schedules. The following questions are pertinent ones that the planning committee must ask:

1. Should parents and children be in the same room?
2. Are separate rooms available?
3. How is the room scheduled/utilized by others?
4. Are there additional fees for using the space for parent workshops? (custodian, insurance)
5. Is parking available?
6. Are tables and chairs provided?
7. Is there storage space available nearby for materials?
8. Is it possible to set up the materials early? How early?
9. Is it possible to leave materials out? For how long? Does another group's schedule interfere with access to the room/materials?
10. Does the room have outlets? (coffee pot, movie projector) Do the lights turn on in an accessible area?
11. Is it possible to clean up easily? (sink, vacuum cleaner)

Committees

The needs assessment will enable basic committees to be established. From the questionnaire responses, it will be possible to prioritize goals (Coletta, 1977) and determine individual interests. Committees will be able to determine best how to accomplish these goals. Various levels of staff, administrators and parents should all be involved in these planning committees so that the development of the workshop series truly becomes a cooperative effort. People should be encouraged to join a committee any time they show interest.

Always send updated reports to those committee members who are unable to attend. It is also a good public relations gesture to send a report to persons whose outside opinion is valued.

Publicity

Publicity now becomes a critical item. An announcement should be sent or hand delivered to everyone who could possibly be interested. Allow the tone of the announcement to convey the type of workshop that will be presented - serious or informal.

Whenever possible, develop a symbol for the workshop. This may relate to the season or it may be a "gimmick." At the Kutztown State College Early Learning Center, parent workshops are held during lunch time. Parents are invited to bring a meal in

a brown bag. The workshop series is therefore called "Brown Baggers". Invitations are sent home each month in small brown paper bags (Appendix C). As soon as the parents see the brown bag arrive home with their child, they know another parent workshop is soon approaching. Many parents bring their lunch to the workshop session in their invitation brown bag!

The announcement should be to the point and list specifics. The date, time, and objectives should be provided. Participants will need to know what materials to bring. Any services offered, such as babysitting, should be specified. Enable them to list the names of the persons attending and the ages of the children for the babysitting service in case extra hands must be available for infants. Provide the name and phone number of a contact person in case participants have questions. Be sure to allow an opportunity for them to respond if they have any suggestions.

Send a follow-up reminder home. Include future events so that the participants will be able to plan ahead. At the Early Learning Center we send a "hot air balloon" notice home entitled "Coming Up!" (Appendix D).

If a parent has not responded, have a committee member call them. Make the call personal and offer to provide transportation in case they are too shy to come alone.

Create posters, badges, banners, and stickers. Put them everywhere announcing the workshop and inviting everyone to

come. Encourage the children to go home and talk about it.

Final Arrangements

The day before or the day of the workshop:

1. Arrange the tables and chairs so that the people can see each other (semicircle or horseshoe).
2. Print name tags ahead of time with LARGE lettering so that everyone can read the name.
3. Prepare a sign-in sheet. Often a parent will note another person's address which will help to open communication. This will, also, provide documentation for record keeping.
4. Set out materials.
5. Place refreshments in such a manner that people can help themselves.
6. Arrange for a "warm-up" activity so that people will become involved in simple introductions.

The First Workshop Session-An Orientation

Generally an orientation type of program is most effective for the first workshop meeting. The school program, philosophy and goals should be described simply and directly to the parents. Although this session may be more staff initiated than the preceeding sessions, it is possible to include parents from previous years who are willing to share their comments. The

primary objective of this introductory session is to give parents information and to assist them in feeling positive about themselves in their child's program.

A slide show is an excellent method of introducing parents to the program (O'Connell, 1975). As suggested by Maxim (1980, p. 445), in order to be a meaningful experience that will hold the interest of the parents, it is helpful to incorporate some slides of their children.

Another important aspect of the first workshop meeting is to provide an informal social interaction between parents and staff. Introductions need to be made so that the adults involved feel that they belong to the group and can share common interests and concerns (Coletta, 1977, p. 49; Leeper, Skipper, and Witherspoon, 1979). It should be emphasized that the parents and teachers are mutual partners in "their" child's learning experiences.

The Second Workshop Session-Interaction

This session should enable people to interact. A social activity such as a Halloween party, a pot luck supper, or "games session" can be the motivation for this program.

At the Early Learning Center, the child is videotaped during

speech sessions with their clinician. Viewing tapes of their child performing allows parents to observe how things are done at school and can easily be adapted to the home setting (Evans and Taylor, 1980). Parents then are given an opportunity with their child's clinician to role play a "mini" therapy session (Coletta, 1977, pp. 122-123) and play some games used by their youngster.

Demonstrations can be included with materials, such as toys, that are easily found in the home (Anglin, Goldman, and Anglin, 1982, p. 236; Marks, 1978, p. 44). This educator shares verbal games during the demonstration period so that the parents can see the importance of a daily parent-child dialogue as routine family events are carried out (Brophy, 1975, p.234; Mahanes, Note 2, pp. 50 and 61). These games without equipment involve everyone. Soon the participants are laughing, freely interacting, and making suggestions to each other.

The Third Workshop Session- "Hands On"

Parents and staff are usually eager to make free presents for "their" children. In an effort to continue the spirit of parent/staff cooperation and interaction, offer a hands on "Games to Make and Play" session.

During Richard Goldman's interview with Dorothy Rich of the

Home and School Institute he asked how she worked with parents. She responded that the program encouraged parents to work with teachers so that they could design activities together (Anglin, et al., 1982, p. 245). Parents and staff in this informal manner come to understand each other better and share in their goals for the child (Neal, Note 3). It is helpful for the staff to explain the "why" of the various activities that they are making together so the parents will be able to assist in reinforcing the child's learning at home (Pope, 1980, p. 392).

At the Early Learning Center, parents and clinicians are involved together making language games for "their" youngster during a "From Wrapping Paper to Games" workshop (Appendix E). The center provides the materials, however, the parents and clinicians are encouraged to bring old wrapping paper to share. Through this particular workshop, parents and clinicians quickly see that they are able to develop games and materials using free or very inexpensive materials. It is critical that the materials from this type of workshop session be made available for several days. Parents can continue to work on their projects and create additional games. They can, also, teach other parents who might not have been able to attend the session.

When parents and staff are enjoying themselves with a shared activity, then trust, mutual respect, and warmth develop. The

parents can see themselves taking part in their child's program. Another advantage of a hands on workshop is that "the active participation and involvement of all occurs and those parents who are not verbally skilled have the opportunity to demonstrate their ability to create materials" (Coletta, 1977, p. 125).

The Fourth Workshop Session - A Resource Person

Invite a resource person who will discuss a topic listed by the participants in their needs assessment. The parents may locate this person or the staff may recommend an expert.

Arrange for an informal lunch or special dessert so that the parents may sit with the resource person and be able to ask questions informally. "One way in which early childhood professionals impart information and help parents share their experiences is small discussion groups" (Kelly, 1981, p. 28) which will assist them in becoming sensitive to their children while understanding their needs.

Whenever possible, give parents the responsibility of procuring and returning the speaker. Have them make all the necessary arrangements by phone prior to the engagement. This personal interaction with the individual will greatly benefit the parents involved.

Frequently, a small-group seminar type of workshop evolves a week after the speaker's session. During this time the participants have had an opportunity to digest the material, read related information and wish to discuss the material with other parents and staff members.

The Fifth Workshop Session - A Parent/Child Workshop

This workshop allows the parent and child to interact in a relaxed atmosphere. At the same time it enables the parent to observe the child through another set of eyes. It is a marvelous idea for them both to be learners together.

At the Early Learning Center we invite the parents to attend a circus workshop with their child so they can learn the art of clowning (Appendix F). Parents and children are, also, involved in Parent/Preschool Movement Exploration and Parent/Child Preschool Swim (Appendix D). When utilizing outside resource people for parent/child workshops, guide these individuals with specifics which will enable them to promote the objectives of the program. Always double check all facilities and arrangements to avoid last minute disappointments.

The Sixth Workshop Session - For Parents/By Parents

Bricker and Casuso (1979), Simmons-Martin (1976), and Webster, et al. (1979) all reveal that parents imparting information to other parents and entering into significant group

discussions should not be underestimated. Parents are frequently able to illuminate a point about their child and receive advice from a fellow parent a little easier than from a professional. Auerbach (1980) relates that parents are helped by discussion groups to accept and understand their feelings and concerns while providing a sense of fellowship with others who are going through similar experiences. This supportive effort helps the parents to grow and develop as they take on new roles giving and receiving information.

Parents feel comfortable sharing ideas utilizing what they do best. An example of this is the "Healthy Foods for Healthy Children" workshop planned, organized and executed for parents, by parents at the Early Learning Center (Appendix G).

Each parent brought several favorite recipes to share. Several parents demonstrated how to prepare their recipe and delicious samples were offered. All recipes were duplicated into a most effective parent recipe booklet.

Ideas were exchanged for budgeting, eliminating unnecessary sugar foods, and methods of coaxing youngsters to eat "good for you" foods. These were all concerns of the parents as expressed on the needs assessment sheet.

After this lengthy workshop, parents continued to send in information and ideas. They exchanged suggestions in the lobby

while waiting to pick up their youngsters. This workshop was again repeated the following year by popular request.

The parents were so excited about their ideas that they requested to include their youngsters in the grand finale. The preschoolers were royally treated to nutritious delights in the "Kids Kitchen" -- a tasting corner. They also became active participants in the "Sad/Glad for My Body" puppet show.

The harvest from this parent workshop was still being reaped weeks later when free materials requested from the State Department arrived with more nutritious suggestions. The parents addressed the envelopes to their children who were most excited about receiving the mail.

For a "Brown Bagger" workshop session, the parents, coordinated by a parent volunteer, share successful speech/language ideas used at home. Every level of sharing is acceptable from elaborate homemade books, to commercial "Go Fish" games, to a simple riddle game played in the car. Again, it is very important to write the ideas down and distribute them in a parent booklet. Everyone loves to have their name in print!!!

Parent exchanges (clothes, toys, meals) are, also, highly successful. Besides being worthwhile and easing the family budget, the planning and repair workshops for these exchanges provide a social comradeship for parents who need to just "talk" to another

adult. A whole new parent support system evolves.

The "At-Home Workshop"

Many parents are not able to attend workshops at school, however, they still wish to be involved in learning about activities for their youngsters. It is, therefore, imperative that materials be sent home frequently in order for these parents to feel a part of the school program.

At the Early Learning Center, a letter is distributed explaining the current topic of study by the preschoolers. This letter describes activities occuring at school and invites parents to try various experiences at home (Appendix H).

Booklets of ideas can offer suggestions related to one theme, such as color (Appendix I). They can encourage parents to attempt a variety of projects at home with free or inexpensive materials.

Another effective means of communicating involvement is a single idea sheet (Appendix J). This sheet should illustrate one simple activity for parents and children to undertake together during an "at home workshop".

A preschool parent workshop reference list should, also,

be provided so that parents may check informational and activity oriented books out of the school or local library to enjoy during free time at home (Appendix K). Parents and children frequently locate projects and games they would like to do together while browsing through the books.

Newsletters provide an important bridge between home and school. A newsletter system can easily supplement workshops and relay information to those parents unable to participate in the sessions at school. They can stimulate parental interest in activities experienced by their youngster, and "provide suggestions that help reinforce and extend school learning at home" (Maxim, 1980, p. 446; Mahanes, Note 2, pp. 67-109). In their newsletter, the staff at the Early Learning Center, much the same as the Chapel Hill Parent-Education Follow-Through Program (Anglin,,et al., 1982, p. 234), includes mini learning activities for the parent and child to do together to acquaint the parents with the child's experiences. In this way, the parents, also, learn with the child.

Evaluation

After the committee's planning efforts and hard work implementing the sessions, this is the portion of the workshop series that tells whether or not it is successful. An often neglected aspect of the workshop series, it is an extremely important part of the program.

The evaluation device should be simple for the tabulator to collect and analyze, while at the same time making it easy and to the point for the parents and staff to respond to the questions (Appendix L). Three pertinent questions for each workshop session are usually sufficient for an adequate response without overwhelming the respondent. Happy or sad faces allow for easy scoring, as does a yes/no, or one to five choice. It is wise to allow for an open ended question such as: What are your suggestions for this or future sessions? This enables the parent/ staff members to contribute to the workshop evaluation in a personal way.

A post-evaluation questionnaire should correlate with the pre-evaluation questionnaire. This allows the planning committee to determine the effectiveness of the workshop series and set the direction for future goals (Wilson, 1974, p. 119). Give parents and staff an opportunity to express their opinions and suggestions----<u>then</u> <u>use</u> <u>them</u> to strengthen their program!

Appendix A

KUTZTOWN STATE COLLEGE
KUTZTOWN, PENNSYLVANIA 19530

Early Learning Center
September 24, 1982

Dear

As you already know, this semester Mrs. Susan Miller, Early Learning Center preschool teacher, and Mr. Raymond Dalfonso, Director of the Speech Clinic, will be sponsoring a series of meetings for parents whose preschoolers are enrolled in the Early Learning Center speech program. Newsletters with articles contributed by the parents, clinicians, staff, and children will be sent home monthly. To assist them with planning these forms of communication between you and your child's clinician they need your input to make these programs successful.

Two forms are included so that both mother and father may each answer the questions if they desire. One envelope will be provided for both of your responses. The envelope may be handed to the nursery student teacher, Becky Smith, on or before October 7. Upon receiving your response, she will give you or your designee a free handout of Autumn language activities to play with your child.

These questions will take you about five minutes to answer. Your responses will be most helpful in planning the best possible speech program for you, your child and his/her clinician. Thank you for your cooperation.

Sincerely,

Dorothy C. Moyer, Ed.D.
Early Learning Center Coordinator

DCM:gk
Enclosures

BEST COPY AVAILABLE

Directions: Please check the appropriate response for each question.

1. Is this your child's _____ first year _____ second year in any speech program?

2. Do you play language ("talking") games at home with your child?

   daily ( ) frequently ( ) sometimes ( ) seldom ( ) never ( )

3. Do you play board games ("Candyland," "Winnie-the-Pooh") at home with your child?

   daily ( ) frequently ( ) sometimes ( ) seldom ( ) never ( )

4. Does your child help you with chores at home (folding laundry, setting the table)?

   daily ( ) frequently ( ) sometimes ( ) seldom ( ) never ( )

5. Do you and your child discuss the television programs that she/he watches?

   daily ( ) frequently ( ) sometimes ( ) seldom ( ) never ( )

6. Do you and your child talk about his/her clothes as he/she gets dressed and undressed?

   daily ( ) frequently ( ) sometimes ( ) seldom ( ) never ( )

7. Is your child included in the conversation during the family meals?

   daily ( ) frequently ( ) sometimes ( ) seldom ( ) never ( )

8. Do you read to your child at home?

   daily ( ) frequently ( ) sometimes ( ) seldom ( ) never ( )

9. Right now, how much time daily do you spend with your child on his speech therapy at home?

   0 minutes ( ) 5 minutes ( ) 10 minutes ( ) 15 minutes ( ) 20 minutes ( )

Needs Assessment

During the first few parent meetings we will make inexpensive speech games, observe videotapes to actual speech therapy sessions, learn verbal games to play, and share ideas that work with our children.

Please list any suggestions that you would like to have included in our meetings and newsletters (ex. - How do I motivate my child?)

_____

_____

_____

_____

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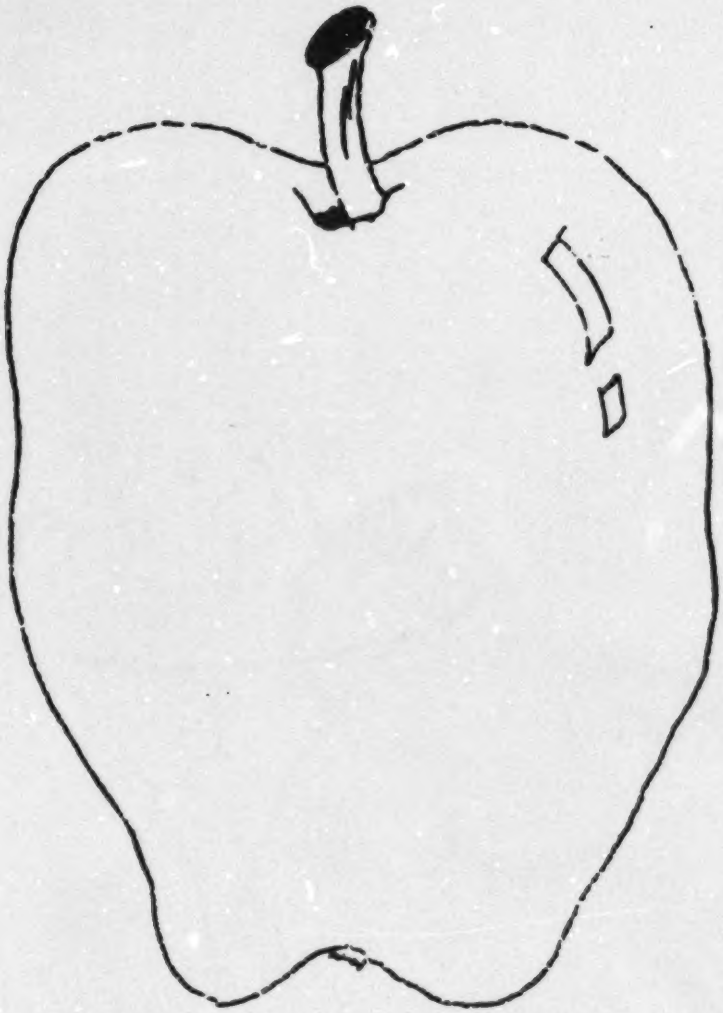
If there is a special activity or idea that you would like to share with the group and yet wish to remain anonymous for the first part of this form, please write your name and suggestion on a separate piece of paper. You may hand your suggestion to Susan Miller or Beeky Smith when you bring your child to school. Your ideas will be greatly appreciated! We want this to be your program!!



Guess what is inside this apple? Hold it up to the light and see.

Have mommy or daddy cut a real apple in half. What do you see? Talk about it.

Share the apple. Tell words that describe how the apple tastes.

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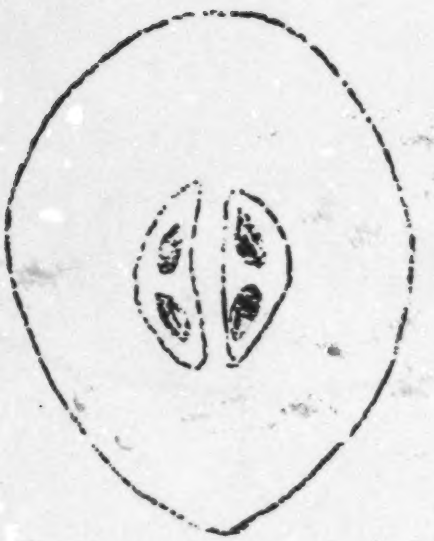
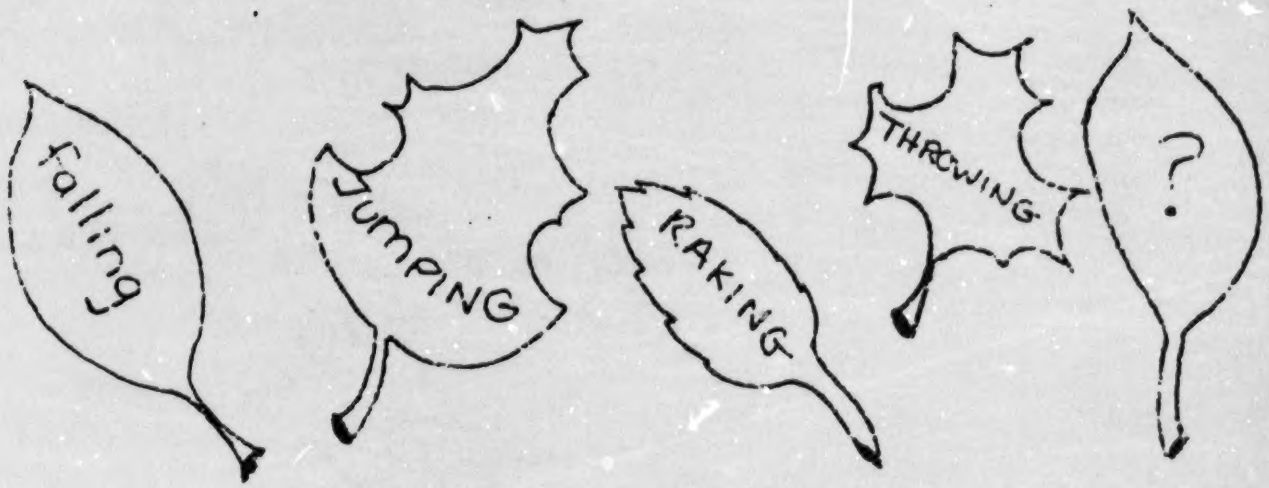


Leaf Games

See how many action words relating to fall leaves you can think of. Act them out while you say them.



Play movement games with your child in the leaves. Try to use as many "opposites" as you can.

- walk s·l·o·w·l·y
- walk fast
- jump up
- sit down

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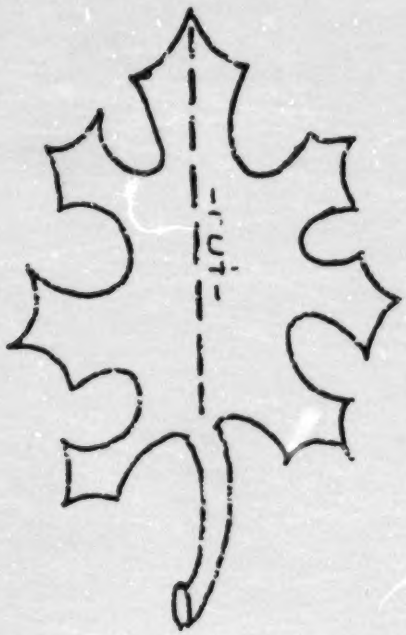
Together, collect ten different leaves of various sizes and shapes. Cut each leaf in half.



Beginning with 2 leaves, find the parts that match. Add another "leaf puzzle" when this becomes easy! Talk about big/little, long/short, fat/thin, etc.

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Listen to the poem "Seasons"
by Louise Binder Scott.

"Autumn is here; autumn is here.
The little grey squirrels tell us
Autumn is here!"

Take an autumn walk together and note characteristics of the fall season.

How can your child tell
"Autumn is here!"

(ex. Pumpkins tell us autumn is here!)

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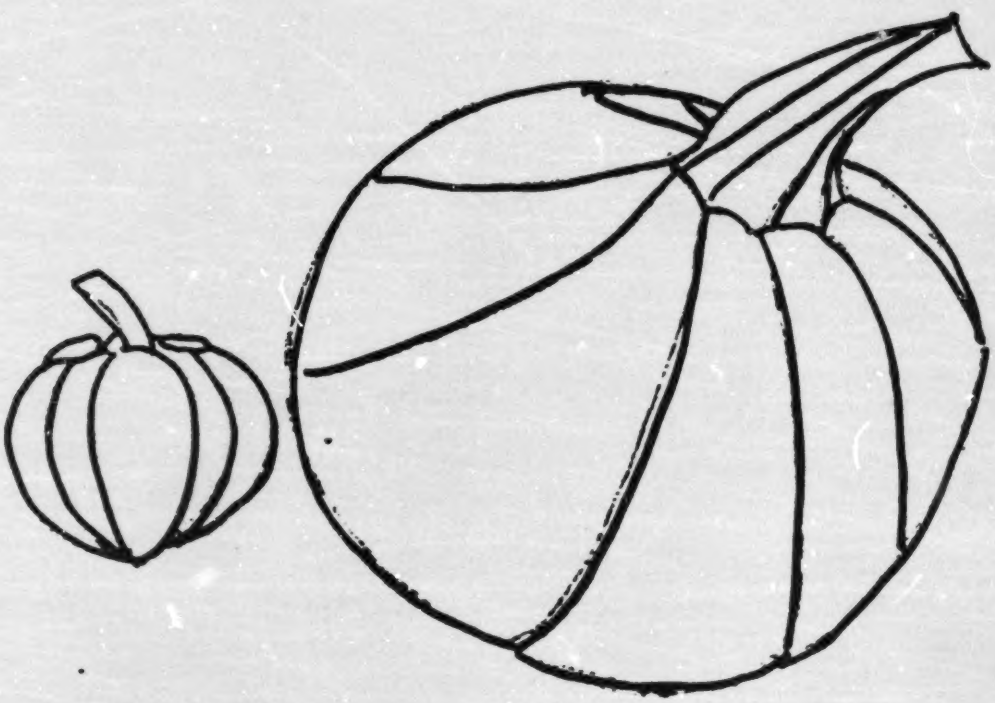
Can you ——

* find and name things that are round like a pumpkin?

* discover and describe things that are the same color as a pumpkin?

* tell other things that grow from a seed like a pumpkin?



Autumn Lotto

To Make the Game:

Cut around (1) and (2) to create the two game boards from the first page. On the second page, cut around each individual picture.

To Play Lotto:

Each player receives one board. The eight individual pictures are placed face down. The first player takes a picture. If s/he has a match on the board, s/he names the picture and takes another picture. If the player does not have a match and the opponent correctly names the picture it goes on their board. The opponent has the next turn. The object is to fill the card. (To eliminate "winning"-- continue playing until both cards are filled.) Switch cards for the next game.

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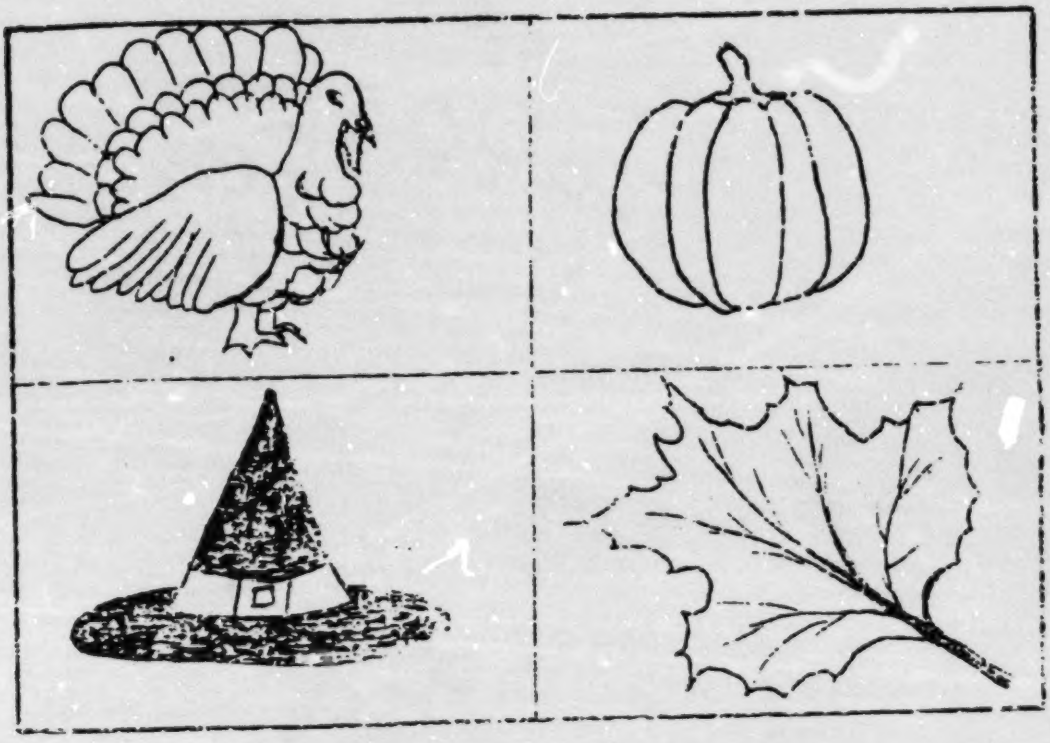
Autumn Lotto

(1)



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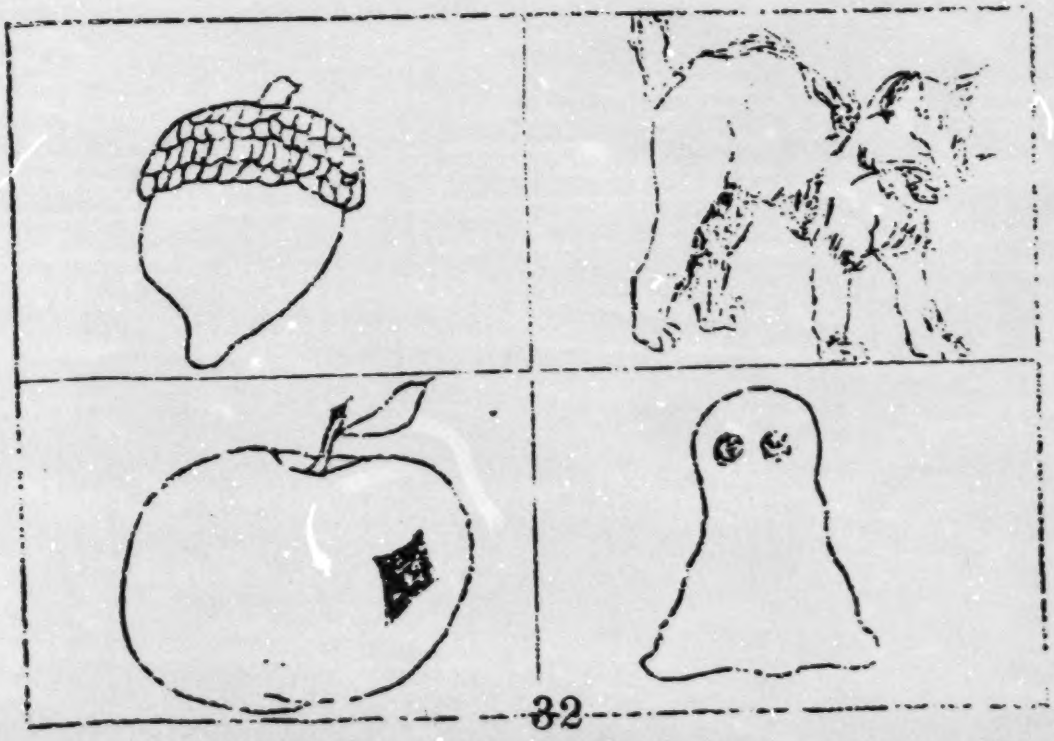
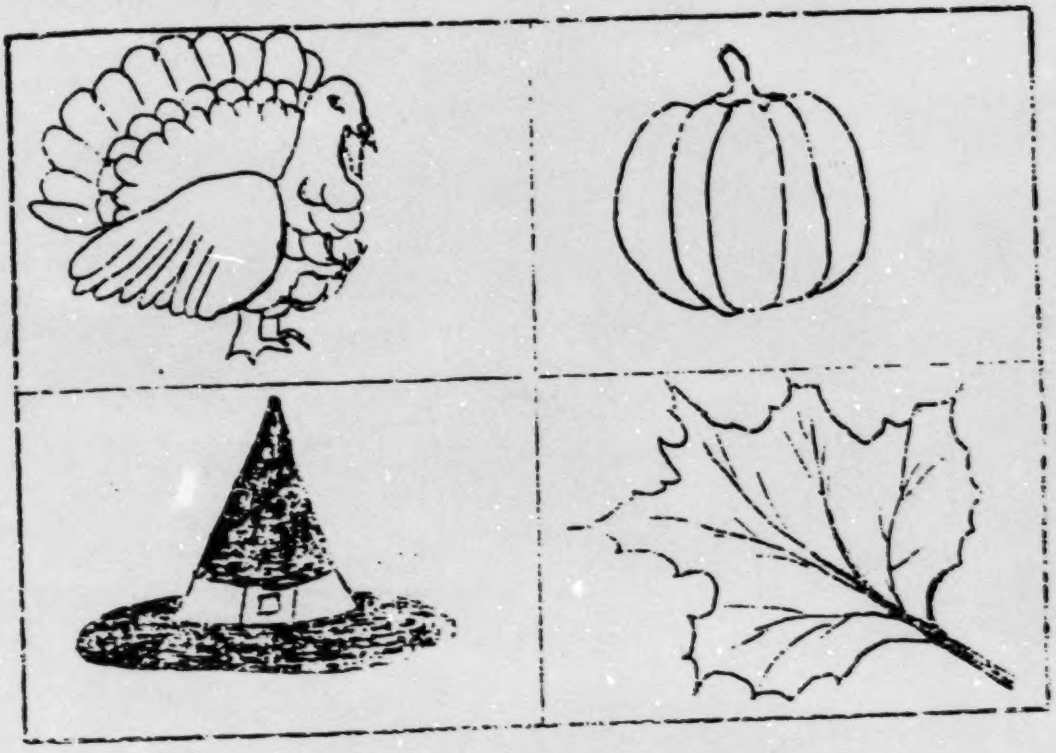
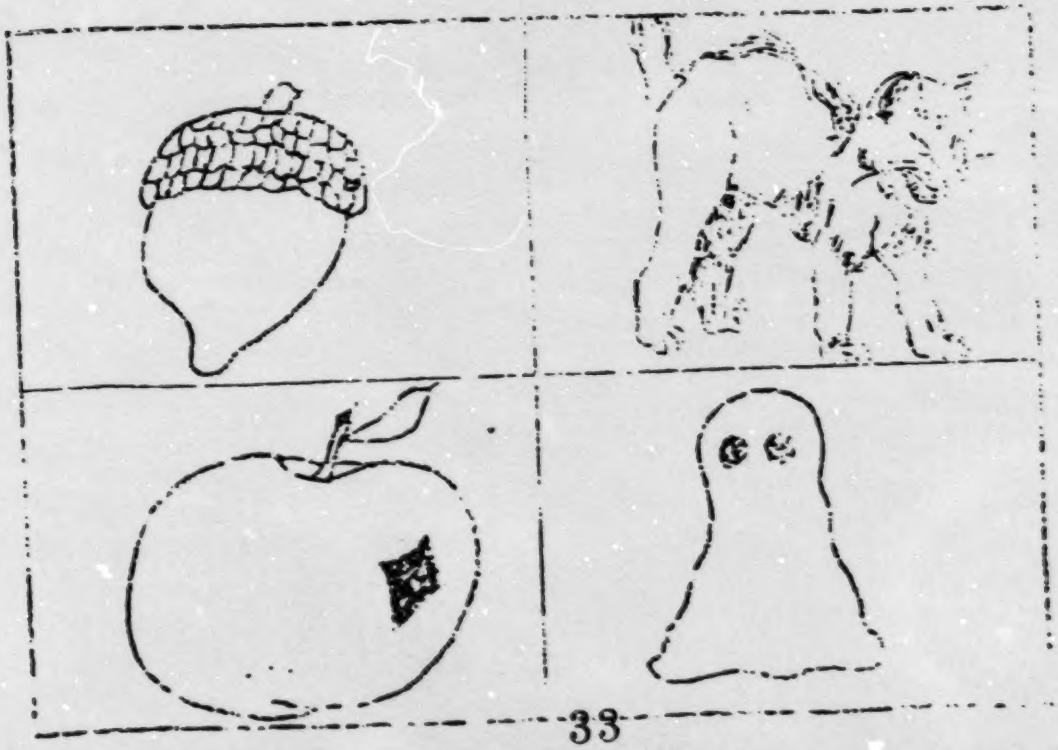


Autumn Lotto

(1)



(2)



Use a magazine or catalog to —

* find a picture about an autumn, Halloween or Thanksgiving activity. Show your child the picture for one minute. Cover the picture. Have your child tell you as many things about the picture as s/he remembers.

* Cut out clothes that people would wear for fall weather. Discuss colors and name each article as you paste a color collage.

Create a Halloween Paper Bag Hand Puppet

materials: paper lunch bag
crayons or markers

directions:

(1) Draw features on the bag with a marker. The crease may be used for a mouth. The hand fits inside the crease to make the puppet "talk" when the mouth moves.

(2) The bag may be opened up and the features drawn on the front.

(1)

(2)

You may tell your own stories or dramatize your "favorite" stories!

Enjoy a "finger play" (poem with motions) with your child.

① Two little apples hanging on a tree,
(make two fists)

② Two little apples smiling at me.
(turn open hands forward)

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Enjoy a "fingerplay" - pg. 2

③ I shook that tree as hard as I could!
(shake arms and body)

④ Down came the apples,
(squat down)

⑤ Mmm - were they good!
(rub your tummy)

Make some "Pumpkin" Treats

Count ingredients...discuss flavors, tastes, and textures...talk about shapes... compare smells...invite someone to share...

1. Mrs. Miller's Pumpkin Faces

Cut soft white bread in rounds with an aerosol can top or circular cookie cutter. (feed the scraps to the birds.) Spread each bread round with orange cheese spread. Decorate your "pumpkin face". You might use grapes, raisins, green pepper, or shredded carrot hair.

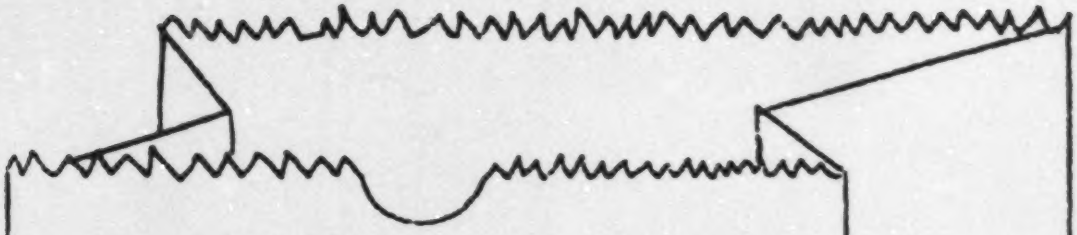
2. Nathan and Beth Hertzog's Cheese Pumpkins

Grate orange cheese (cheddar, colby). Roll grated cheese with your hands into little "pumpkin balls". Decorate with green pepper or celery.

3. Matthew, Tom and Josh Hortle's Pumpkin Bread

3 c. sugar	2 t. baking soda
1 c. Wesson Oil	2 t. cinnamon
4 large eggs	2/3 c. water
1½ t. salt	2 c. pumpkin
3½ c. flour	

Cream together sugar, oil, and eggs. Add remaining ingredients and mix. Put into 3 greased 1 lb. coffee cans or 1 tube pan and 1 loaf pan. Bake in 350° oven for 1 hour.



Come and find out at the
Early Learning Center
on September 30, 1982
from 11-12.

Bring a brown bag lunch for
you and your child(ren).
Beverage will be provided.

Your child(ren) will have a "picnic"
while you:

* meet your child's speech clinician
* see a slide show explaining the speech program.
* hear Professor Ray Dalfonso, Director of the Speech Clinic, discuss language development in the young child and the importance of parental input.

It will be an informal, informative hour.

Susan A. Mills

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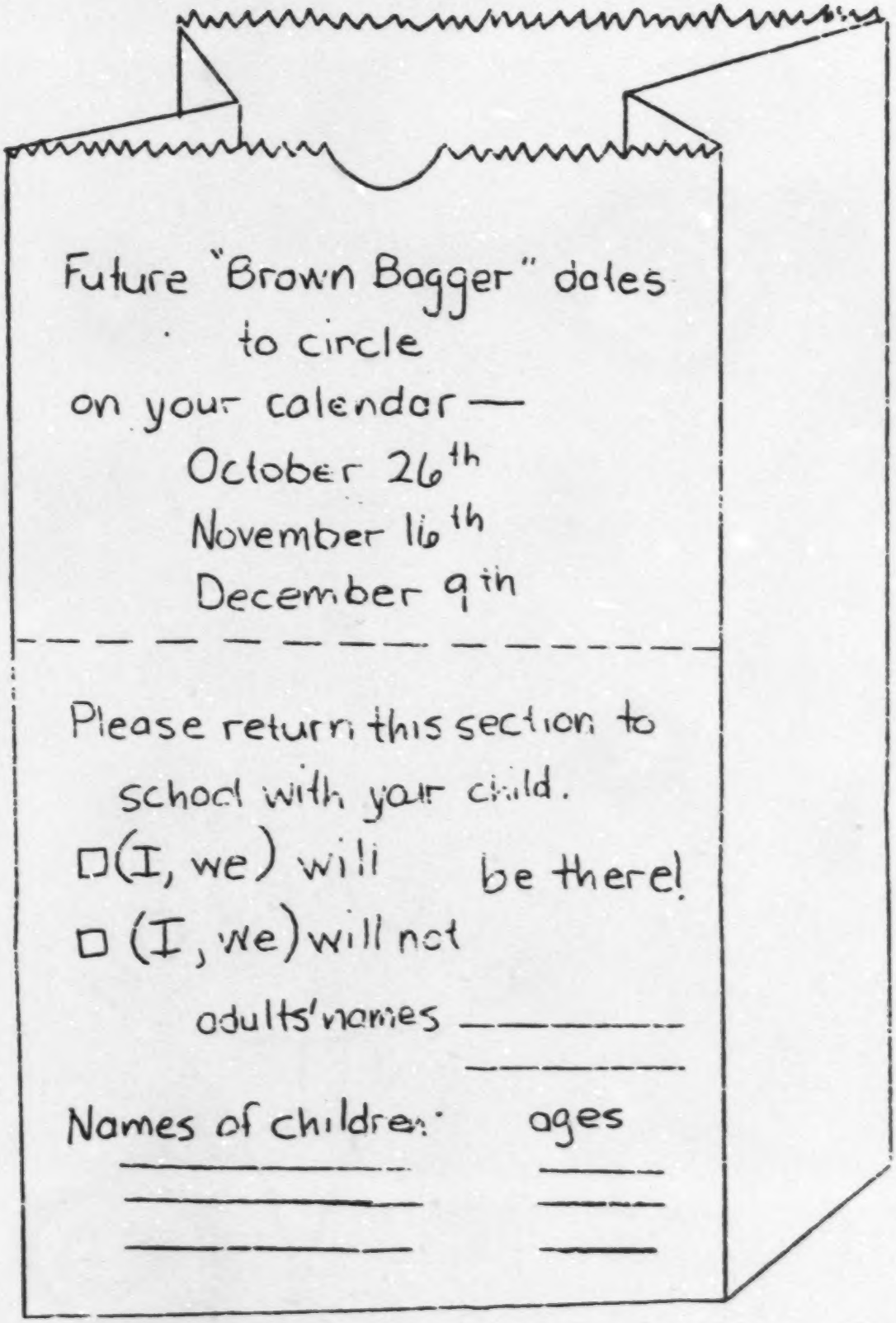


Future "Brown Bagger" dates
to circle
on your calendar —
October 26th
November 16th
December 9th

Please return this section to
school with your child.

☐ (I, we) will be there!

☐ (I, we) will not

adults' names _____
_____

Names of children ages

_____ _____
_____ _____
_____ _____

Appendix D

EARLY LEARNING CENTER
KUTZTOWN STATE COLLEGE
KUTZTOWN, PA 19530

To: Nursery Parents

From: Susan Miller, Preschool Teacher

Subject: Special Friday Events - Spring 1980

Date: January 7, 1980

--Movement Exploration for preschoolers and parents to be held in Risley Hall Gym at 11:00, Jan. 25, Feb. 1 and 8th.

--Parent Workshop - "From Wrapping Paper to Games." Start collecting paper and cards now for a session on February 1, from 9-10:30. You will create inexpensive games and learn ideas for utilizing these materials for educational experiences with your young child.

--On Feb. 22 at 1:00 there will be a Children's Circus Workshop. Parents are invited, too! A clown will demonstrate the art of applying makeup and "clowning."

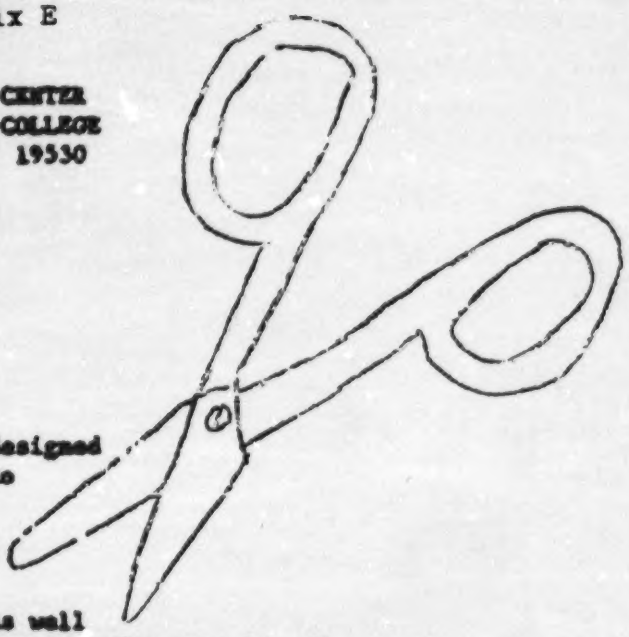
--A Parent/Preschool Swim Program will be held at 11:00 in Keystone Hall Pool. Orientation will be on Feb. 29th. Swimming will be on March 7, 21, 28, and April 11, 18.

--"Healthy Foods for Healthy Children," a parent workshop for parents, by parents. An idea and recipe sharing time with a post-session opportunity for creative participation by the nursery children. To be held March 28 from 9-10:30. Contact Kathy Kreibel, parent co-ordinator, (683-62[illegible]8) to offer your assistance and suggestions.

--Invitations will be sent home for scheduled Parent Conferences.

XXXX

Appendix E



EARLY LEARNING CENTER
KUTZTOWN STATE COLLEGE
KUTZTOWN, PA 19530

TO- Nursery Parents
From- Susan A. Miller, Preschool Teacher
Date- January 7, 1980
Subject- Parent Workshop

You are invited to a special workshop designed just for you entitled "From Wrapping Paper to Games." Begin saving cards and wrapping paper right now. As you undecorate, put all those old Christmas cards in a box to bring with you on Friday, February 1. You will learn to create inexpensive games as well as discover new ideas for utilizing these materials for educational activities with your child. From 9-10:30 in Room 106, you will have the opportunity to be creative while your child is cared for at the babysitting service in our nursery. Bring your card and wrapping paper collection and a sharp pair of scissors with you. If you're not a "saver" and are fresh out of old cards and papers, come anyway, we'll share!

_____ will attend the parent workshop on February 1.

I will need babysitting service for

Name	Age
_____	_____
_____	_____
_____	_____
_____	_____

*If the child is an infant, please discuss the arrangements with me.

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To - Nursery Parents
From - Susan Miller, teacher
Date - February 7, 1980

Admit: ☑ one nursery child
☑ parents
☑ brothers and sisters
☑ friends = big and little

Your ticket to a
"Circus Clown Workshop"
on February 22nd
from 1-2:30
under the Big Top
in the nursery.

Admission:
A big smile!

HERE IS YOUR SPECIAL INVITATION FROM OUR CLOWN!

A clown is everyman. The word clown comes from the Anglo-Saxon word - clod; the lowest of the low; the country bumpkin; one who is a fool. A clown shows us how foolish we all can be at times. A clown makes us laugh at ourselves and accept our human frailities. He puts things into the "proper perspectives."

Although my experience has been as a Christian Clown, I will discuss with the children the different places a clown might be found, different types of clowns, make-up and costumes.

We will play some clown games, see what might be found in a clown's bag of tricks and just generally "clown around."

Parents are welcome to come, ask questions, learn to be a clown too!

Joanne Carroll
Joanne Carroll

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Appendix G

EARLY LEARNING CENTER
KUTZTOWN STATE COLLEGE
KUTZTOWN, PA 19530
MARCH 3, 1980

TO: Preschool Parents

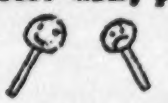
FROM: Susan Miller, Nursery Teacher and Kathy Kriebel, Parent Workshop Coordinator

Share your ideas during our Foods and Family Nutrition Workshop on March 28, between 9:00 and 10:30 a.m.

Share-A-Recipe: Bring 3 of your favorite nutritious recipes to exchange.

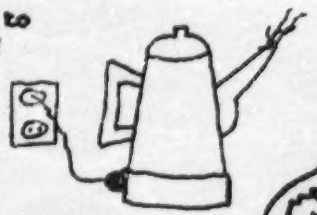
KID'S KITCHEN

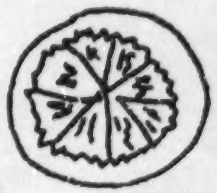
Children attending the workshop will play HAPPY-SAD FOR MY BODY GAME, plus prepare two nutritious snacks to share in the tasting center.



TASTING CENTER

A chance to taste foods which add interest and nutrition to between meal snacks and desserts. Please bring in one of your favorites for our tasting table.





- Let's get together in groups to develop ideas to make:

-our foods more appealing and interesting while sneaking in some good old-fashioned nutrition.

-a plan to cut down on waste, save energy, recycle whenever possible, eliminate harmful chemicals in our kitchens.

EASTER BASKET CONTEST:

Please bring an Easter basket filled with other than junk food (you may use food or non-food items).

The "winner" will receive a cookbook.

Balloting will be based on originality, attractiveness, and nutrition.

If you prefer your child does not see your basket, please pack it in a bag.

Please call Kathy Kriebel (682-6248) if you have any questions or are willing to help in any way. To make this truly your workshop we will need lots of assistance.

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_____ I am interested in attending the "Foods" workshop.

Signature_____

I would be willing to assist in the following ways.

_____

_____

_____

Children who will attend with me-

_____

_____

_____

*If you will bring an infant, please make prior arrangements with Mrs. Miller.

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TO- Nursery Parents
FROM- Susan A. Miller, Preschool Teacher
DATE- January 7, 1988

During the next month, your child will explore color related themes. So that you may participate as a family in this experiences if you wish, I am listing our various "color days" and some of our activities. Obviously, we have been discussing colors and involving your child in color related projects throughout the year. These "color days" are meant to be an enjoyable experience filled with enrichment activities. You can heighten your child's color awareness at home in very natural ways such as asking him to bring you his red mittens; discovering yellow food at the breakfast table (butter, scrambled eggs) or looking for green things as you take a walk together.

DATE	COLOR	ACTIVITIES
Jan. 14,15	RED	Mix red play dough; create wax resist pictures with red paintwash; sing "Little Red Caboose"; paste a red collage using magazine pictures; drink cranberry juices; read a guessing book - "A World Full of Color."
Jan. 16, 17	YELLOW	Bake bananas with butter; use yellow fingerpaint; blow yellow bubbles; play the singing game "A Tisket-A-Tasket."
Jan. 21,22	BLUE	Cut and fold blue origami paper; create paint blot pictures with the three primary colors; bake blueberry muffins; watch the movie "Red and Blue;" enjoy blue water play; interact with the song "Colored Ribbons."
Jan. 28,29	ORANGE	Print with lids dipped in orange, peach red-orange, and yellow-orange paints, cut oranges in slices and wedges and eat orange sections; sing"Orange, Orange is the Pumpkin;" locate the orange hat in the flannel story "Caps for Sale."
Jan. 30,31	PURPLE	Paint blow shades of purple (violet, lavender, magenta) with a straw, spread crackers with peanut butter and grape jam; watch the movie "Harold's Purple Crayon."
Feb. 4,5	BLACK	Draw with black charcoal; glue cellophane stained glass windows in black frames; snack on Oreo cookies; read "Black is Beautiful;" dramatize the fingerplay song "Two Little Blackbirds".

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DATE	COLOR	ACTIVITIES
Feb. 6, 7	BROWN	Paint with different size brushes on big sheets of brown butcher paper; using as many colors as desired, try to discover how to mix brown paint; make chocolate pudding; listen to the story-tape with individual books about "Brown Bear, Brown Bear."
Feb. 11, 12	WHITE	Create white collages using tissues, macaroni, Q-tips, cotton, etc., glue to paper plates; make white lines on dark paper with chalk; use picture cards to tell the story. "It looked Like Spilt Milk," shadow dance to the music of "Black and White."
Feb. 13, 14 Valentine's Day	PINK	Coming full circle, the children will begin with red and end with white. The culminating color is pink to help celebrate Valentine's Day. In a few weeks, more information will be sent home about this special occasion.

Additional activities related to all of the colors are - crayon melt pictures; plastic lid sorting; giant color fit puzzle; mixing colored water; go fish game; color lotto; building with crystal climbers; dying rice for our rice/sandbox; stringing colored beads; matching parquetry blocks; tossing colored beanbags; colored flashlight and scarf dancing; and walking to a local church to observe their lovely stained glass windows in the sunshine.

I hope your next few weeks will be colorful ones. If you find some special ideas to share with us we'd appreciate hearing about them. Thank you.

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Appendix I

From the Kitchen of
Susan Miller
Assistant Professor of Elementary Education
Early Learning Center
Kutztown State College
Kutztown, Pa. 19530
(215) 683-4281

Recipes for Color Activities

Chefs - You and Your Child Time - Anytime! As often as you wish

Temperature-With lots of warm love Amount- The more you make, the more you'll want to do

Utensils - Found in and around the home Ingredients - Free and/or inexpensive

Preparation - A positive attitude, sense of humor, delight in exploration, and desire to enjoy learning and share ideas.

Play Dough

Mix 2½ cups of flour and 1¼ cups of salt together with your hands. Add small amounts of water until workable but not sticky. Add food coloring. May mix colors. Good for molding, rolling, cutting with cookie cutters. Store in plastic bag in refrigerator for up to 2 weeks. To make ornaments, bake at 350° for one hour. Turn once.

Bottle Sandwiches

Save tall clear bottles (ketchup, syrup). Wash, remove label and dry thoroughly inside. Fill with layers of dry food (leftovers in bottoms of boxes). Notice different colors of food and variety of shades of one color (ex: brown - tea, coffee, cinnamon, cocoa, oriole cookie crumbs, graham cracker crumbs, cornflakes, etc). Put cap on to keep moist air out.

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-3-

Colored Rice Box

Shake white rice in a bag with several large drops of food color. For brilliant colors add several drops of rubbing alcohol. Let dry on a flat surface. When you have several colors dried, mix them all in a box. Use like sand play (pouring, mounding). Match a colored grain with a color in your shirt, etc.

Block Color Shape Match Cards

Place a colored table block on a piece of paper. Trace around the shape. Color it. Match the building blocks to the colored pattern on the paper.

Color Collage

Find magazine pictures of a specific color. Cut the colored pictures out. Glue them on paper to make a color booklet or collage. Talk about the colored pictures.

-4-

Stained Glass Windows

1) Use colored magic markers on wax paper. Hang in window or by light.
2) You may glue colored cellophane to a styrofoam meat tray with the center cut out.

Colored Water Play

1) Use drops of food color in a pan of water. Sail boats, float objects, etc.
2) Blow bubbles in a pail. Use plastic straws and liquid soap. Watch colors in the bubbles. Notice how the colors change with the color the bubbles are near.

Color Walk

Choose a favorite color. Walk around the house or neighborhood. See how many things you can find with that color. Look for varying shades of that color. Notice how colors change outdoors with the season.

Color Mixing

Baby food jars (or clear containers), water, food coloring, eyedropper

Add yellow food coloring to a small jar of water. Do the same with red and blue. Fill several jars with clear water. Add several droppers of colors to the water (ex. red + yellow = orange) to allow the child to make new colors by color mixing.

Icing

Put drops of food color in small dabs of white icing to make new colors. Spread on cupcakes or cookies.

Colored Flashlight Dancing

Unscrew the head of the flashlight. Place colored cellophane under the glass. Turn off the lights. Move the colored to music around the room (the floor, ceiling, arms, clothes, etc.). You may also use colored magic marker to color the glass.

Crayon Melt

Place a thin piece of paper on a warming tray. Turn on heat. Have child hold paper with a pot holder. Move crayon slowly across paper with other hand. Colors melt for stained design.

I Spy

"I Spy with My Little Eye" something green (red, yellow, etc.) A marvelous quiet waiting game. Other person must guess the object that the color person is thinking of.

Color Scratch

Place a pad of newspaper on the table. Crayon splotches of color heavily on construction paper. Then cover the entire surface heavily with a dark color crayon. Scratch a design through with a nail or bobby pin. A lovely picture of many colors will result.

Stained Glass Window Cookies

3/4 cup shortening
1 cup sugar
2 eggs
1 tsp. vanilla or ½ tsp. lemon extract
2½ cups flour
1 tsp. baking powder
1 tsp. salt
About 6 pkgs. lifesavers

Mix shortening, sugar, eggs, and flavoring. Blend in flour, baking powder and salt. Cover. Chill at least 1 hour.
Heat oven to 375°. Roll dough 1/8" thick on lightly floured cloth. Cut into desired shapes, using cutters of two sizes to obtain cutouts, or design your own patterns. Place cookies on aluminum foil-covered baking sheets. For larger cookies, transfer to baking sheet before cutting out designs. Place lifesavers broken into small pieces in cutouts. Fill cutouts until candy is just level with dough. Don't over do it! If cookies are to be hung, make a hole ¼" from top with end of plastic straw.
Bake 7 to 9 minutes or until cookies are very light brown and life saver candy is melted. If lifesaver

Stained Glass Window Cookies (cont.)

candy has not spread within the cutout design, immediately spread with a metal spatula. Cool completely on baking sheets. Gently peel aluminum foil from cookies.
Makes about 6 dozen 3" cookies.

Helpful Hints: (Stained Glass Window Cookies)

1. ½ a lifesaver will melt to fill an area about the size of a quarter.
2. To store cookies, layer them between sheets of waxed paper in an airtight container or freeze them layered with paper in rigid freezer boxes.

Cooking

Make jello instant pudding using a variety of colors. Freeze pudding in paper cups with wooden sticks to make popsicles.

Tissue Painting

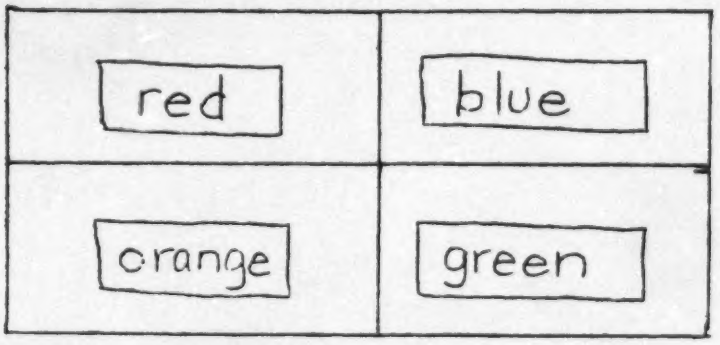
Tear colored tissue paper into chunks. Arrange pieces on white paper. Paint over with a brush (or Q-tip) and clear water. Remove wet tissue. A lovely colored design remains.

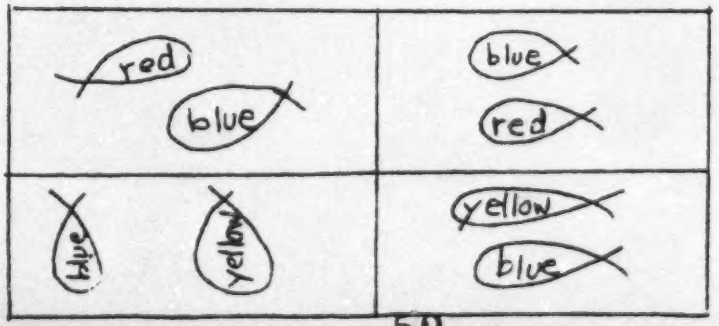
Color Lotto Game

1. Use 3 boards with four different squares on each board. (12 colors in all) Make a separate matching square for each color used on the board. Each player receives a board. The twelve color squares are placed face down on the table. The first player draws a square. If it matches the color on his board, he places it on his board and goes again. If it is not a match on his board, the person who has that color may claim it. Then the next person on the right goes. Object-to fill your color board first.

2. To make the game more difficult-use a series of colored fish swimming in different directions.

(boards on next page...)





Color Round Up

The color cowboy has a straw. He must suck up a paper color square with his straw and drop it in the correct color corral. Use a box divided into four different color sections for each section of the corral.

Color Puzzle

Cut any painting or drawing done by the child into big pieces. Have him put his own puzzle together as he is guided by the shape of the pieces and colors.

Hand Color Match

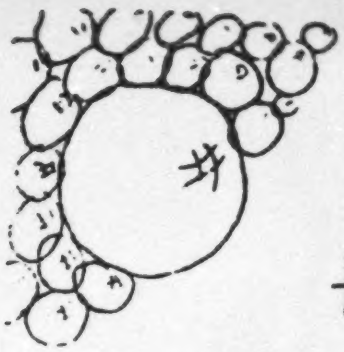
Trace your child's right and left hand on as many different colored pieces of paper as you wish. Cut the hands out and glue them on a large sheet of cardboard. Have the child find the blue hand like the one you are holding up-or the right yellow hand-or both green hands, etc.

Paint Chips

For visual discrimination of a single color get two cards of paint chips from the paint store. Glue samples on cardboard. Match the corresponding color by tone.

Go Fish

Make four fish of each color. Use crayon or marker to color one side of the cardboard fish. Each person is dealt 6 color fish. The rest are placed in the center of the table. Any matching pairs are placed on the table in front of the person. The first player asks anyone he chooses for a color he has in his hand. "John, do you have red?" If he does, he must give it to the person who will put his pair on the table. The player may go again if he receives a match. If John does not have the color, he says "Go fish" and the player must draw a colored fish from the pond on the table. The next person then takes a turn. The object is to get rid of all your fish first.



Bubble Fun... for GIANT Bubbles!

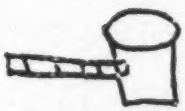
① Mixture:

.2 Tblsp. liquid detergent
2 Tblsp. glycerin*
1 cup water

} Mix in shallow pan

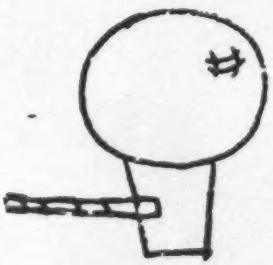
(*Available at drugstores for approximately $1.50 for an 11-oz. bottle)

② Bubble Pipe:



Take a styrofoam or paper cup. About half way up, poke a hole in the side just big enough for a plastic straw to fit through snugly.

③ Giant Bubbles:



Turn the cup upside down. Dip the top into the mixture so that a thin film forms across it.

Turn the cup right-side up. Blow gently into straw... blow some more, and some more, and some more, and some more.

How big does your bubble get before it POPS?

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Appendix K

Prepared by - Susan A. Miller
Assistant Professor of Elementary Education
Early Learning Center
Kutztown State College
Kutztown, PA. 19530
(215) 683-4281

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"When Parents Want To Teach"
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Appendix L

"Brown Bagger" Parent Meetings: Session Two (Parent Evaluation)

Directions: Please check all appropriate items on the form.

I attended the following number of parent meetings.

_____ 1 _____ 2

(1) Observing a clinician model techniques on videotape was helpful to me.

_____ Yes _____ No

(2) Role playing a "mini" therapy session enabled me to better understand my child's sessions with the clinician.

_____ Yes _____ No

(3) The games period enabled me to understand what I could do with my child at home.

_____ Yes _____ No

Suggestions for the second session: _____

_____

_____

_____

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